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AUTHOR	Talbert, Kevin
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ABSTRACT

The Southern Institute for Faculty Development, created by The Division of Continuing Education at Southern Oregon State College (SOSC), fosters the professional development of mid-career faculty teaching lower-division transfer courses at Oregon's 16 community colleges. An intensive summer residential curriculum and faculty enhancement program, the Institute's goals are to: (1) update content in the courses participants teach, resulting in more effective presentation to students; (2) enhance enthusiasm for teaching; (3) encourage professional collaboration among and between high school, community college, and university faculty; and (4) stimulate professional goals. During the first three years of the Institute, more than 80 faculty participated in one or more two-week programs consisting of focus groups, guest lectures, plays, and curriculum revision and improvement projects that were implemented during the following academic year. Faculty assessments have deemed the Institute a very effective means of achieving professional development goals and networking. Its success has allowed the Institute to continue beyond its first three years, during which it was funded by FIPSE. Appendices include participant evaluations and recommendations. (YKH)

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ED 423 916

Summer Institute for Faculty Development
Final Report: Fund for the Improvement of Postsecondary Education

Kevin Talbert

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JC 980 002

COVER SHEET

Grantee Organization:

Southern Oregon State College
Extended Campus Programs
1250 Siskiyou Boulevard
Ashland, OR 97520

Grant Number:

P116B90680

Project Dates:

Starting Date:	January 1, 1990
Ending Date:	December 31, 1992
Number of Months:	36

Project Director:

Kevin Talbert
Extended Campus Programs
Southern Oregon State College
1250 Siskiyou Boulevard
Ashland, OR 97520
(503) 552-6331

FIPSE Program Officer:

Jayme Lewis

Grant Award:

Year 1	$ 64,554
Year 2	$ 60,973
Year 3	$ 62,208
Total	$187,735

SUMMARY

The Southern Institute for Faculty Development is an intensive summer residential curriculum enhancement and faculty development program developed by the Division of Continuing Education at Southern Oregon State College in collaboration with Umpqua Community College representing Oregon's 16 community colleges. During the three years of FIPSE funding for the project, three residential institutes and two reunions were held; in all, 80 different faculty members were significantly involved with one or more Institute programs. Institute participants undertook curriculum revision and improvement projects which they implemented during the academic year following the Institute. During the reunions, they reported on outcomes and impacts on students, as well as completed a comprehensive program evaluation. By all measures, the Institute had positive effects on participants' professional and personal development and enhanced the curriculum of the courses they teach.

Kevin Talbert
Extended Campus Programs
Southern Oregon State College
1250 Siskiyou Boulevard
Ashland, OR 97520
(503) 552-6331
Summer Institute for Faculty Development

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Southern Oregon State College
1250 Siskiyou Boulevard
Ashland, OR 97520
Kevin Talbert, (503) 552-6331

EXECUTIVE SUMMARY

A. Project Overview

The Southern Institute for Faculty Development is an intensive summer residential curriculum enhancement and faculty development program. It was developed by the Division of Continuing Education at Southern Oregon State College in collaboration with Umpqua Community College in response to the expressed need of Oregon community college instructional deans, and intended to foster the professional development of mid-career faculty teaching lower division transfer courses at Oregon's sixteen community colleges.

During the three years of FIPSE funding for the project, three residential institutes and two reunions were held; the first for faculty from the sciences, the second targeted to humanities faculty, and the third designed for both social science and humanities faculty (see brochures in Appendix B). In all, 80 different faculty members were significantly involved with one or more Institute programs.

The Institute was originally intended primarily for Oregon community college faculty but, since the first year, we have recruited more widely, resulting in participants from all states in the Northwest with the majority from Oregon, Washington, and California.

B. Purpose

The primary goals of the Institute are to update content in the courses participants teach, resulting in more effective presentation to students; enhance enthusiasm for teaching; encourage professional collaboration among and between high school, community college, and university faculty; and stimulate professional goals.

C. Background and Origins

In the spring of 1988, Southern Oregon State College was approached by the Dean of Liberal Arts at Umpqua Community College. Speaking for his institution and representing his colleagues through the Oregon Council of Instructional Administrators (a statewide council of the vice presidents and deans of instruction of Oregon's 16 community colleges), he asked Southern to consider ways to assist faculty renewal for those teaching in the lower division transfer area.

He described the mid-career faculty member as someone who completed academic preparation years ago, has spent many years in the classroom, and who is in need of renewal both in terms of attitude and content knowledge. Given the relatively small size of many of Oregon's community colleges, a faculty member may be the only person in a given discipline or, at least, the only person with a particular set of professional interests.

No matter how well-intentioned the instructor, flagging interest in discipline and lessened enthusiasm in the classroom result in a less stimulating learning environment for students. In some cases, the teacher's zest for teaching as well as knowledge of subject has diminished. As a result, their students learn less, and perhaps equally important, they may be less attracted to the discipline.

D. Project Description

The faculty development model used at SOSC for the Institute resulted from a number of surveys, needs assessments, and meetings with deans from several community colleges. The program was modeled after the Program for Faculty Renewal at Stanford as reported by Menges et al. (1988). The purpose of that program, like this one, was to give faculty members at all stages of their careers an opportunity to revitalize scholarly commitments through contact, study, and discussion with colleagues from other postsecondary institutions.

The major components of the SOSC program were annual two-week institutes during the summer, consisting of seminars which ran concurrently, and a reunion the following spring. Seminar leaders were drawn from the sponsoring institution's faculty and were known as outstanding teachers. The Institute also included a number of plenary sessions with guest lecturers who were recognized authorities in their disciplines.

E. Project Results

Ongoing Institute evaluations were positive. In Appendix A, I am including the evaluation reports from our three outside consultants: David Halliburton of Stanford (who directed Stanford's community college faculty development program); Dale Parnell, Oregon's Community College Commissioner; and Roger Haugen, Dean of Liberal Arts and Sciences at Umpqua Community College. These reports provided formative and summative evaluations for the program and were the basis for future planning.

An evaluation given to all participants asked about the five main goals of the Institute: 1) effect on content, 2) effect on students, 3) effect on teaching, 4) effect on professional relationships, and 5) effect on personal growth. The results clearly showed that the participants believe the Institute resulted in positive growth toward all five goals, with over 90% of responses in the two highest ratings.

Beyond the formal evaluation, there is other evidence of the program's effectiveness. Claire Cross (Program Coordinator) and I frequently hear from past participants by phone or letter who tell us about projects from the Institute. They invariably express gratitude for the opportunity to have participated. Many said that this was their most stimulating intellectual and personal experience since graduate school, while others have related positive ways in which Institute experiences enhanced their success with students. Participants learned from one another how to confront challenges, from teaching writing to integrating cultural diversity into course content.

F. Summary and Conclusions

Original assumptions regarding the willingness of faculty to participate in this type of program, and the ability of their institutions to support the expense of participation, turned out either to be overly optimistic or modified by changing circumstance. Recruitment (marketing) has turned out to be the biggest single challenge and most time-consuming element of the program.

Faculty, particularly those who need renewing, are not easy to involve. The expression "herding cats" comes to mind. Instructional deans often encourage their faculty to participate, but there is little arm twisting in academia. The primary motivation to attend has to come from within the individuals, who must be convinced that the program will benefit them. This is not an easy task, especially when the approach is interdisciplinary. Faculty members identify closely with their academic disciplines and are accustomed to seeking professional experiences most closely aligned with them.

The experience gained from three years of planning and conducting the Institute confirms the original assumption that an intensive residential format is an excellent vehicle by which to achieve professional development goals. Faculty members from different disciplines who live and work together for an intensive ten-day or two-week period have a qualitatively different experience than those who attend shorter seminars or conferences. Activities such as one-day visits to Crater Lake put seminar leaders, faculty, and staff together in a van for 8 to 10 hours and consistently produce a bonding and sense of shared experience that greatly enhances the more traditional academic aspects of the Institute.

Outside experts, guest speakers, and planned lectures were part of the plan for the program that I now think should be minimized. Participants in the sciences seemed to want to "rub shoulders" with recognized authorities, but participants from the humanities and social sciences were much less inclined to want to listen to a prepared paper or talk from an "expert." Even though we tried to respond to participants' concerns that they not be "talked to" too much, our evaluations always revealed outside presentations as a less beneficial aspect of the program.

Conversely, sessions such as "writing across the curriculum" or "teaching strategies" were opportunities for participants to share with one another and were assessed as the most valuable parts of the program. Adults, even faculty, learn best when they are afforded ample opportunity to share their experiences and to be recognized for the knowledge and expertise they bring to a program. Certainly it is appropriate to provide some "expertise" and new content or approaches to content, but a key to success is facilitating self-development, not didactic teaching.

The original idea of the Institute was to rotate content each year starting with the sciences, moving to the humanities, then on to social sciences, business, the arts, etc. We quickly learned that this was an overly ambitious quest. Planning, recruiting faculty, curriculum development, and program scheduling are exhaustive tasks which consume an inordinate amount of time and energy. By the end of the second year of the Institute, we had moved to repeat some of our more successful seminars and modify others in order to capitalize on success and avoid having to reinvent the wheel each year. I would strongly recommend developing a program which can be repeated if successful.

In continuing the program beyond FIPSE support, we are relying on program fees in 1993. Even though we began with the idea that the program could continue on a cost recovery basis, I no longer think that faculty development can be solely supported from fees. Faculty participants are professionals with many choices about how they spend their time. I have come to think that faculty should be paid a significant stipend for their time and participation. The $100 stipend we offered provided little or no incentive for participation. I am currently seeking other outside funding for future years, without which I do not believe the Institute can continue.

G. Appendices

I found the FIPSE program staff helpful in clarifying the goals and strategies of the original proposal. I also appreciated the visit to one Institute by Jayme Lewis, the program liaison.

I hope FIPSE will revisit the policy or basis that minimizes or prohibits the payment of stipends for faculty participation. Time spent on these kinds of professional development activities represents a real "opportunity cost" to those who come and I think some financial remuneration is important.

BODY OF REPORT

A. Project Overview

The Southern Institute for Faculty Development is an intensive summer residential curriculum enhancement and faculty development program. It was developed by the Division of Continuing Education at Southern Oregon State College in collaboration with Umpqua Community College in response to the expressed need of Oregon community college instructional deans, and intended to foster the professional development of mid-career faculty teaching lower division transfer courses at Oregon's sixteen community colleges.

During the three years of FIPSE funding for the project, three residential institutes and two reunions were held; the first for faculty from the sciences, the second targeted to humanities faculty, and the third designed for both social science and humanities faculty (see brochures in Appendix B).

Fifty-six college faculty members attended as participants in the residential program and another 14 participated as seminar leaders. In addition, three high school teachers of college preparatory courses participated and another 10 faculty members spent some time with Institute participants as guest lecturers. In all, 80 different faculty members were significantly involved with one or more Institute programs.

The Institute was originally intended primarily for Oregon community college faculty but, since the first year, we have recruited more widely, resulting in participants from all states in the Northwest with the majority from Oregon, Washington, and California.

Institute participants undertook curriculum revision and improvement projects which they implemented during the academic year following the Institute. They then reported on outcomes and impacts on students during the reunion held the following spring. During the reunion, participants completed a comprehensive program evaluation which revealed a remarkably high level of support for the Institute. It also provided evidence that the project met most of the original goals for the professional and personal development of the participants and the enhancement curriculum and teaching which has had a positive effect on the students on their home campuses.

B. Purpose

The primary goals of the Institute are to update content in the courses participants teach, resulting in more effective presentation to students; enhance enthusiasm for teaching; encourage professional collaboration among and between high school, community college, and university faculty; and stimulate professional goals.

C. Background and Origins

In the spring of 1988, Southern Oregon State College was approached by the Dean of Liberal Arts at Umpqua Community College. Speaking for his institution and representing his colleagues through the Oregon Council of Instructional Administrators (a statewide council of the vice presidents and deans of instruction of Oregon's 16 community colleges), he asked Southern to consider ways to assist faculty renewal for those teaching in the lower division transfer area.

"A major problem we in the community college face," he said, "is that of identifying suitable professional development activities for our faculty in the transfer area. We send them to the usual workshops and meetings, but these typically lack academic and disciplinary substance.

Occasionally, someone goes to summer school, but this is costly and most faculty are unwilling to commit eight weeks or more of their vacation time to this kind of activity."

He described the mid-career faculty member as someone who completed academic preparation years ago, has spent many years in the classroom, and who is in need of renewal both in terms of attitude and content knowledge. Given the relatively small size of many of Oregon's community colleges, a faculty member may be the only person in a given discipline or, at least, the only person with a particular set of professional interests.

No matter how well-intentioned the instructor, flagging interest in discipline and lessened enthusiasm in the classroom result in a less stimulating learning environment for students. In some cases, the teacher's zest for teaching as well as knowledge of subject has diminished. As a result, their students learn less, and perhaps equally important, they may be less attracted to the discipline.

D. Project Description

The faculty development model used at SOSC for the Institute resulted from a number of surveys, needs assessments, and meetings with deans from several community colleges. The program was modeled after the Program for Faculty Renewal at Stanford as reported by Menges et al. (1988). The purpose of that program, like this one, was to give faculty members at all stages of their careers an opportunity to revitalize scholarly commitments through contact, study, and discussion with colleagues from other postsecondary institutions.

The major components of the SOSC program were annual two-week institutes during the summer, consisting of seminars which ran concurrently, and followed by a reunion the next

spring. Seminar leaders were drawn mainly from the sponsoring institution's faculty and were known as outstanding teachers. Several outstanding teachers from Oregon's community colleges were also added as seminar leaders. The Institute included a number of plenary sessions with guest lecturers who were recognized authorities in their disciplines.

Participants also updated bibliographies for the courses they taught and devised or updated lesson plans in an effort to enhance curriculum. It is anticipated (and the assessments confirm) that the direct benefit to faculty results in more effective teaching and learning in the classroom and that their students will be the ultimate beneficiaries.

E. Project Results

Ongoing Institute evaluations were varied but positive. In Appendix A, I am including the evaluation reports from our three outside consultants: David Halliburton of Stanford (who directed Stanford's community college faculty development program); Dale Parnell, Oregon's Community College Commissioner; and Roger Haugen, Dean of Liberal Arts and Sciences at Umpqua Community College. These reports provided formative and summative evaluations for the program and were the basis for future planning.

Also included are tables of results from surveys of participants during each of the three years covered by the grant. The 1990 and 1991 results are from surveys at the close of the reunion which was held in the spring following the summer residential program. The 1992 results are from a survey at the end of the summer program as the reunion will not be held until April 1993.

The seven- to eight-month interval between the program and the reunion permits participants to reflect on their experiences during the residential program and to determine how they were

affected by their participation in the Institute. Because of their longitudinal aspect, they are a particularly good measure of the program's effectiveness.

The evaluation (see following pages) asked about the five main goals of the Institute: 1) effect on content, 2) effect on students, 3) effect on teaching, 4) effect on professional relationships, and 5) effect on personal growth. The results clearly showed that the participants believe the Institute resulted in positive growth toward all five goals, with over 90% of responses in the two highest ratings.

Beyond the formal evaluation, there is other evidence of the program's effectiveness. Claire Cross (Program Coordinator) and I frequently hear from past participants by phone or letter who tell us about projects from the Institute. They invariably express gratitude for the opportunity to have participated. Several said that this was their most stimulating intellectual and personal experience since graduate school, while others have related positive ways in which Institute experiences enhanced their success with students. One such participant, attending the second year, was informed by his dean that his attendance at the Institute was mandatory if he wanted to keep his job. Naturally his attitude at first was recalcitrant and unreceptive. Gradually, however, he began to participate and soon became a spirited part of the group. Now, after two years, he maintains contact with several groups' leaders and administrators and is currently pursuing funding to attend this year's Institute. Participants learned from one another how to confront challenges, from teaching writing to integrating cultural diversity into course content.

Several participants have used the Institute as a springboard to collaborative grants or projects. Word of mouth has been effective in securing participants, as we have seen continuing involvement from several community colleges.

Table 1 Results of 1990 program evaluation by participants N = 19

DID THE SOUTHERN INSTITUTE FOR FACULTY RENEWAL:

1. Help you update content in course(s) you teach?

NOT VERY MUCH 1	2	3	4	A GREAT DEAL 5
1 (5%)	1 (5%)	4 (21%)	4 (21%)	9 (47%)

2. Result in more effective presentations to your students?

NOT VERY MUCH 1	2	3	4	A GREAT DEAL 5
0 (0%)	0 (0%)	0 (0%)	9 (47%)	10 (53%)

3. Enhance your enthusiasm for teaching?

NOT VERY MUCH 1	2	3	4	A GREAT DEAL 5
0 (0%)	0 (0%)	1 (5%)	7 (37%)	11 (58%)

4. Enlarge your network of professional colleagues?

NOT VERY MUCH 1	2	3	4	A GREAT DEAL 5
0 (0%)	0 (0%)	3 (16%)	3 (16%)	13 (68%)

5. Stimulate personal growth for you?

NOT VERY MUCH 1	2	3	4	A GREAT DEAL 5
0 (0%)	0 (0%)	0 (0%)	5 (26%)	14 (74%)

1991 Southern Institute for Faculty Development
EVALUATION FORM

DID THE SOUTHERN INSTITUTE FOR FACULTY RENEWAL:

1. Help you update content in the course(s) you teach?

NOT VERY MUCH				A GREAT DEAL
1	2	3	4	5
0 (0%)	0 (0%)	2 (11%)	8 (42%)	9 (47%)

2. Result in more effective presentations to your students?

NOT VERY MUCH				A GREAT DEAL
1	2	3	4	5
0 (0%)	0 (0%)	2 (11%)	9 (47%)	8 (42%)

3. Enhance your enthusiasm for teaching?

NOT VERY MUCH				A GREAT DEAL
1	2	3	4	5
0 (0%)	0 (0%)	0 (0%)	5 (26%)	14 (74%)

4. Enlarge your network of professional colleagues?

NOT VERY MUCH				A GREAT DEAL
1	2	3	4	5
0 (0%)	2 (11%)	0 (0%)	4 (21%)	13 (68%)

5. Stimulate personal growth for you?

NOT VERY MUCH				A GREAT DEAL
1	2	3	4	5
0 (0%)	0 (0%)	1 (5%)	6 (32%)	12 (63%)

Results from SOSC Institute Evaluation

August 3, 1992: Rating Response Rate (12 Participants)

Questions 1 through 14 are ranked with a 1 = unsatisfactory and 5 = excellent.

Question #	0	1	2	3	4	5
1. Film, Myth & Video				1	8	3
2. Impact of Minority/Feminist	2				5	5
3. Theatre & Humanities				2	3	7
4. Social Sc. Perspectives			1	4	5	2
5. Guest: Schonchin	1			4	3	4
6. Guest: Johnson		1	2	7	1	1
7. Guest: Moeschl				3	3	6
8. Guest: Kahn				1	5	6
9. Library Orientation			2	4	3	3
10. Field Trip: Crater Lake	5	1		2	1	3
11. Teaching Strategies	1			1	3	7
12. Plays				2	4	6
13. Opening Reception	1				1	10
14. Program Administration	1				1	10

Questions 15 through 23:

15. In future years we hope to make this program available to faculty members from many different transfer areas. What suggestions would you have for future seminar topics?

Teaching as performance--seek excellent instructors that utilize those enduring attributes of acting to reach their students...humor, drama, movement, etc.

Fewer topics--more emphasis on chosen topic. Use some of the specific disciplines within social science or within humanities, such as history, anthropology, psychology, writing, or literature.

Justice. The notion of freedom. Excommunication of political system more integration of social sciences with humanities.

Literature as life. Adult development...life stages. what our students' lives are really like. Archetypes. Fundamentals of teaching (few of us had any formal instruction). Have a counselor "subgroup". Ron Daugherty has gathered a bunch

F. Summary and Conclusions

Now, given the experience of managing the Institute, I have a somewhat different perspective than when confronting the original problem. There is no doubt that mid-career faculty members are in need of significant professional development experience and that an intensive summer residential program is an excellent venue for curriculum and faculty development. There is, however, the main problem of recruiting faculty who can most benefit from the program.

Original assumptions regarding the willingness of faculty to participate in this type of program, and the ability of their institutions to support the expense of participation, turned out either to be in error or modified by changing circumstance. Recruitment (marketing) has turned out to be the biggest single challenge and most time-consuming element of the program.

Faculty, particularly those who need renewing, are not easy to involve. The expression "herding cats" comes to mind. Instructional deans often encourage their faculty to participate, but there is little arm twisting in academia. The primary motivation to attend has to come from within the individuals, who must be convinced that the program will benefit them. This is not an easy task, especially when the approach is interdisciplinary. Faculty members identify closely with their academic disciplines and are accustomed to seeking professional experiences most closely aligned with them.

From the perspective of changed circumstance, Oregon and its surrounding states have seen a real decline in funding for postsecondary education during the past four years. Faculty development funds have dried up and expense money for travel has become less accessible. Almost from the beginning, we have recognized the need to market the program widely to the western states in order to recruit enough participation to justify the Institute. Even with intensive

recruitment involving well-designed print materials, personal contact (networking), and the use of existing community college infrastructure, it has been difficult to achieve sufficient enrollment.

The experience gained from three years of planning and conducting the Institute confirms the original assumption that an intensive residential format is an excellent vehicle by which to achieve professional development goals. Faculty members from different disciplines who live and work together for an intensive ten-day or two-week period have a qualitatively different experience than those who attend shorter seminars or conferences. Activities such as one-day visits to Crater Lake put seminar leaders, faculty, and staff together in a van for 8 to 10 hours and consistently produce a bonding and sense of shared experience that greatly enhances the more traditional academic aspects of the Institute.

Outside experts, guest speakers, and planned lectures were part of the plan for the program that I now think should be minimized. Participants in the sciences seemed to want to "rub shoulders" with recognized authorities, but participants from the humanities and social sciences were much less inclined to want to listen to a prepared paper or talk from an "expert." Even though we tried to respond to participants' concerns that they not be "talked to" too much, our evaluations always revealed outside presentations as a less beneficial aspect of the program.

Conversely, sessions such as "writing across the curriculum" or "teaching strategies" were opportunities for participants to share with one another and were assessed as the most valuable parts of the program. Adults, even faculty, learn best when they are afforded ample opportunity to share their experiences and to be recognized for the knowledge and expertise they bring to a program. Certainly it is appropriate to provide some "expertise" and new content or approaches to content, but a key to success is facilitating self-development, not didactic teaching.

I also think that there is somewhat of a "class" issue. Community college faculty do not necessarily recognize four-year or university faculty as having more "expertise" than their colleagues in the community colleges. They may respect them for their research or scholarship in a discipline, but not for their commitment to teaching which is more of a core value among community college faculty. We have moved to increase leadership by peers and half of our seminar leaders are now from community colleges.

The original idea of the Institute was to rotate content each year starting with the sciences, moving to the humanities, then on to social sciences, business, the arts, etc. We quickly learned that this was an overly ambitious quest. Planning, recruiting faculty, curriculum development, and program scheduling are exhaustive tasks which consume an inordinate amount of time and energy. By the end of the second year of the Institute, we had moved to repeat some of our more successful seminars and modify others in order to capitalize on success and avoid having to reinvent the wheel each year. I would strongly recommend developing a program which can be repeated if successful.

One issue is the venue for faculty and curriculum development activities. Ideally, this might take place on each campus and faculty could participate while on the job. Yet in reality, this takes place only irregularly and sometimes not at all. The value of getting a person away from the demands of family and work are substantial. Participants found time to engage in scholarly activities in ways that are not possible on their home campuses. Thus, I think that a residential program at an "away" site still remains the best format for a program with goals similar to the Southern Institute.

Ashland is the home of the Oregon Shakespeare Festival, a "world class" repertory theatre. Each year of the Institute we scheduled discussion and curriculum development activities around the content and topics of the plays which were included in the curriculum. A play like *Othello* provides a valuable springboard for investigation of topics ranging from ethics to diversity to historical interpretation. The application of interdisciplinary perspectives to the theatre experience was particularly successful and a means of learning to "teach from performance."

A somewhat surprising find to us was the lack of participation in library research opportunities which we made available during the Institute. Even after orientation by library faculty and convenient access, we found participation to be minimal. To be sure, there were some individual participants who would have happily spent all their time in the library, but most participants were hungry for contact with colleagues, not the isolation of individual research.

In continuing the program beyond FIPSE support, we are relying on fees in 1993. Even though we began with the idea that the program could continue on a cost recovery basis, I no longer think that faculty development can be solely supported from fees. Faculty participants are professionals with many choices about how they spend their time. I have come to think that faculty should be paid a significant stipend for their time and participation. The $100 stipend we offered provided little or no incentive for participation. I am currently seeking other outside funding for future years, without which I do not believe the Institute can continue.

G. Appendices

I found the FIPSE program staff helpful in clarifying the goals and strategies of the original proposal. I also appreciated the visit to one Institute by Jayme Lewis, the program liaison.

In considering future proposals, I would look at how participants in faculty development programs would be recruited. One can have the best possible program, yet it benefits only those who actually come and participate.

Another consideration is how planners structure time during a faculty development program. Our experience suggests that having substantial unstructured time facilitates the kinds of interaction and learning that are program goals. Filling every minute with intensive activities may be counterproductive.

I hope FIPSE will revisit the policy or basis that minimizes or prohibits the payment of stipends for faculty participation. Time spent on these kinds of professional development activities represents a real "opportunity cost" to those who come and I think some financial remuneration is important.

I am attaching copies of the 1993 Institute poster and brochure. As you can see, we are hoping to continue the program and are actively working to recruit for this next year. Wish us well!

APPENDIX A

EVALUATION OF

THE SOUTHERN INSTITUTE FOR FACULTY RENEWAL,

SPONSORED BY THE DIVISION OF CONTINUING EDUCATION,

SOUTHERN OREGON STATE COLLEGE

(August 29-30, 1990)

This evaluation report, divided into seven parts, is based upon:

(1) reading of various advance materials, supplemented by telephone conversations with the Director of Continuing Education;

(2) observation of three workshop sessions;

(3) attendance at plenary sessions on ethical issues of genetic research;

(4) interviews with workshop participants;

(5) interviews with workshop leaders;

(6) a plenary-session oral evaluation procedure involving "small-group evaluation" techniques; and

(7) collateral activities (to be described below).

The Southern Institute for Faculty Renewal is modelled on the Program for Faculty Renewal, a regional entity housed at Stanford University since 1975 and serving two-year colleges, four-year colleges and non-research universities in the Pacific West (appendix). The stated purpose of the Southern Institute is "to meet the professional development needs of the participants and to upgrade the content of courses taught on community college campuses." The Institute also seeks "to enhance the communication (networking) between and among faculty participants, SOSC faculty, and the guest lecturers" with the further expectation "that the intensive residential nature of the program will be a personally stimulated growth experience for all involved."

Participants were asked to take part in all scheduled sessions and, in consultation with their respective workshop leaders, to revise one or more parts of their teaching curriculum at their home institutions.

(1) Reading of Advance Materials

Prior to the opening of the Institute on August 19, Keven Talbert, Director of Continuing Education at SOSC, provided participants with a packet of duplicated reading materials, supplemented by a text, of his own composition, explaining why each item had been selected. Included were an article on faculty career stages, excerpts from The Paper Chase, an essay on the "hemorrhaging" of the talent flowing into college science courses, and a piece on the curricular implications of recent developments in computer technology and brain research. All in all, these items make for a provocative "reader" from which the participants could benefit.

Dr. Talbert also solicited written response to a series of questions very similar to those employed by the author of the present support (see (4) below).

Participants in the physics workshop reported generally high levels of satisfaction as to pace and interaction, while two individuals called for more structure and planning.

Participants in the math and computer-science workshop praised presentations, although they also expressed a need for more emphasis on the needs of two-year college teachers and a more down-to-earth approach to problems.

Chemistry workshop participants liked being together with colleagues possessing common interests, the quality of instruction and level of "content," and the laboratory work. One respondent remarked that "the physics portion was good, but did not meet the needs and applications that would be helpful in my courses." Another complained about being "too heavily scheduled during the day" and felt that the teachers had been recruited at the last moment and were somewhat reluctant to perform. On the whole, however, comments were positive.

Responses to the biology workshop were almost uniformly enthusiastic, with particular praise going to the leaders for their overall excellence and for the opportunity to interact with them and with colleagues. Suggestions for improvement included an informal get-together early in the Institute and more unstructured lab time.

Cards not identified as to workshop expressed appreciation for the organization of the Institute and for productive contact with SOSC professors, plenary speakers, and other participants.

(2) Observation of Workshops

Participants in the first workshop I visited involved themselves actively in a laboratory experiment with DNA, making use of a new, inexpensive kit capable of producing "fingerprints of DNA" in a manner useful for courses in biology as well as courses on contemporary issues (e.g. the use of genetically based evidence in criminal trials). The lab session offered participants a chance for hands-on activity: the conduct of the experiment required the transfer of liquid materials by means of pipettes. One member of the group said that in handling the pipette she reminded herself of "my grandmother trying to put sugar in her tea." During the session one participant, who had recently pioneered similar lab work in his own school, served as an ad hoc replacement for the leader, who had to be away briefly, and did a very effective job. The enthusiasm and cooperativeness of all the participants was unmistakable.

In the second workshop, on plant physiology, the leader walked the group through the setting up of an experiment to demonstrate the rate at which living plant material--in this case a branch of English laurel--absorbs water. The experiment involved a limited amount of relatively inexpensive equipment and could be followed easily, suggesting its utility in the classroom. Members of the workshop then set up their own versions of the experiment and appeared to experience no difficulty in doing so.

A workshop session in math education through the use of computers found a half dozen participants interacting with a program recently designed by the workshop leader. This program was intended to illustrate three-dimensional phenomena for use in graphics courses, with further applications in the teaching of calculus. According to one of the participants, it could be employed in geology courses as well, as attested by the fact that one of the simulations being modelled was a volcano. On balance this session was notable for brainstorming that interestingly melded serious intellectuality with spontaneous humor. One participant later indicated, however, that the workshop did not target community-college needs.

(3) Plenary Session

This session, which was attended by nearly all of the Institute participants as well as several individuals from the larger community (including a professor emeritus from the Midwest), took as its point of departure the human

genome, defined as "the entire three-billion-letter 'text' of DNA that contains the genetic instructions for the formation of human beings." The guest lecturer, from SOSC, led the audience through an illustrated survey of the ethical questions raised by the genetic research, supplementing this with a handout matching the slides nearly item for item. In a brief discussion period several participants voiced a variety of views on some of the more sensitive issues. The plenary session resumed after lunch when participants divided themselves into "pro" and "con" panels (each consisting of three members) to debate the same issues; again a brief discussion followed. Whereas the earlier session had been thought-provoking and informative, the later session smacked of artificiality, perhaps because of the formal structure of the proceedings. As if in anticipation of this fact, the majority of Institute participants did not attend this phase of the plenary session.

(4) Interviews with Participants

The schedule of questions inquired into: (a) purpose of participation; (b) satisfaction; and (c) prospects. Under (a) the participants were asked why they had chosen to attend the Institute. Item (b) broke down into three subheadings: "What have you liked most about the Institute? What have you liked least? What suggestions do you have for improvement?" Item (c) was formulated into "What impact do you anticipate that your participation will have on you and/or your curriculum and/or your institution?"

In response to "purpose," all of the four volunteer participants replied that they wished to learn hands-on techniques they could transfer to their teaching practice at their respective schools. One participant hoped to overcome the feeling of being "horribly burned-out." Another believed that "stand-out" teacher-scientists and institutional change-agents would be taking part and that he would be able to form a network with them. Another reported, in a "true confession," that the reinforcement she had received from exemplary SOSC faculty leaders strengthened her resolve in both professional and personal roles.

In response to "satisfaction," participants agreed that they had received the hands-on exposure they had sought. Workshop leaders were called a "great source," and the Institute as a whole was characterized as "inviting." There

was also agreement that they had benefited from communicating not only with other specialists but with faculty members in other disciplines, and that the two-week block of time was required to make networking practicable.

Participants liked least the lack of access to the library in the evening (but described this problem as "not terrible"). One participant complained that she would not be able to attend the reunion because this would require sixteen hours on the road. By way of improvement, participants called for more field trips and scheduled social activities (e.g. a trip to Superslide); the opening of the swimming pool; opportunities to exercise (or at a minimum, more information about facilities); and arrangements for evening labs, or for "swing shift" scheduling that would somehow facilitate work on projects in "off hours."

Participants reported that the Institute would have a positive impact, in one case, by "building a certain level of confidence that I'm doing okay," with the implication that the reinforcement of present performance would count for more than new learning as such. Two participants said that they would be able to "transfer the technology" they had learned about. One workshop member had already rewritten the curriculum for a course and another had designed "a better lab."

(5) Interviews with Workshop Leaders

This thirty-minute session with the four leaders concentrated on the question of "prospects" (please see schedule of questions, above), and may be regarded as formative evaluation insofar as it looked for "tips" the leaders could provide for the future, based on their involvement in the Institute.

There was a division of opinion on the optimal size of the workshops. The leader of one believed he could have been more effective with a larger enrollment; his colleagues demurred, suggesting that they were able to interact effectively because the number of participants was not larger. There was agreement that time should be scheduled for spontaneous discussions or brainstorming, and that the Institute curriculum could be more flexible. Concrete developments for the future included preparatory work on a collaborative project to be submitted to the National Science Foundation, and a resolve to maintain contact with Institute participants on an interim basis (i.e. between

the present and the March 1 reunion). All of the leaders agreed to visit participating schools in conjunction with SOSC's usual recruiting duties, and to explore prospects for teleconferencing.

(6) Plenary-session Evaluation

Participants in all workshops took part in a ninety-minute session devoted to the questions spelled out in (4), above. After the schedule of questions was explained, with time allowed for questions, participants were randomly divided into three small groups (two consisting of seven, and one of six members). In line with established small-group evaluation techniques, one or more members of each group volunteered to record the general tenor of discussion and particular points proposed and to report the group's conclusion to the rest of the participants when the session became plenary again after some thirty minutes of discussion. (During this time slot the workshop leaders were interviewed; see (5) above.) The responses of the groups have been consolidated and categorized for representativeness, supplemented by occasional "illustrative" remarks.

(a) Participants cited as reasons for enrolling: the opportunity of encountering new ideas in their own fields and in other academic areas; and hands-on experience in new or unfamiliar techniques, methodologies, or technologies. One participant was enticed by the "attractive" brochure; another confessed that he came to escape the daily routine; a third complained that he came because of institutional pressure, a factor that apparently applied in at least three cases.

The Ashland setting of the Institute was felt to be an inducement in itself.

(b) Participants reported that they benefited most from hands-on experiences, which generally met their expectations. They were satisfied that they had been upgraded in "content" and that they had developed useful materials and techniques. They appreciated the flexibility of the Institute's overall design, its administration, and the workshop leaders, who were applauded as models and appreciated as caring fellow professionals.

The field trips were evaluated positively, as were most of the plenary-session speakers.

(b) When the issue became the aspects they liked least, participants became more critical of the guest speakers. Though the latter were deemed on the whole to have been helpful, it was suggested that more careful screening is in order. There was a sense that the Institute curriculum did not allow enough flexibility in the use of time and facilities. One participant judged the card questionnaires distributed at the start of the Institute to be "ridiculous," but this opinion was not seconded.

(c) Participants called for revisions in the use of time. A consensus emerged as to the need for a schedule permitting more flexible periods for guided self-study as well as cooperative work on projects. This ties in to a desire for improved access to facilities, especially the library, but also recreational facilities. Recognizing that SOSC cannot accommodate all the Institute's desiderata, respondents suggested that a redesigned schedule could, for example, move some of the daytime activities to the nighttime, permitting fuller use of the library, which is not open in the evening.

Although participants lauded the hands-on nature of the learning activities, they called for even "more of the same." A vocal minority requested more attention to teaching, either by making that a theme or by bringing in outside presenters, or both. A smaller minority called for a shorter Institute (one running about a week and a half) and for a lightened writing requirement.

(7) Collateral Activities

Formative evaluation reentered the picture when I had occasion to discuss with the Dean of Humanities the curriculum design for next year's Institute. As an early step, faculty at participating schools were asked to identify areas of interest, and workshops were developed accordingly. Subject areas include Shakespeare--a "natural" for a school situated near the famous summer Shakespeare Festival--non-Western literature (American Indian, Asian, and Asian-American), visual literature, mythology, and writing. Before I could voice concern over staffing the non-Western component, the Dean convinced me that appropriate leaders have already been located. I reacted positively to the Dean's commitment to tracking participants into one week of work in their areas of expertise and a second week into areas new to them. (This is the

model implemented at Stanford.) We discussed the advisability of a "town hall" format for debates on key issues, such as the status of the canon, a topic I favored because it opens up many areas for discussion (e.g. gender issues and minority issues).

A second collateral activity was a presentation, by the Dean of the school, on analogies between mythical thinking and the thinking of scientists. The presentation was cogent and suggested interdisciplinary possibilities. The response was affirmative, with ten participants and one workshop leader offering supportive reactions.

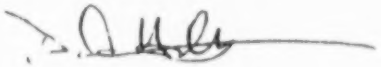
Finally, I received oral evaluations of the first week of the workshop by two Ashland-based high-school teachers who had benefited from working with chemistry professors from the College. Both of the teachers were highly positive in their judgments.

In sum, the first year of the Institute, on the basis of the materials and activities enumerated above, should be deemed a success. By a large margin, the participants' responses to the workshops were positive, and to the plenary sessions only a little less so. Workshop leaders were given high marks, while somewhat mixed marks went to individual outside speakers (who nonetheless fared well on the whole). The administration of the program by the director and staff of the Center for Continuing Education is judged to be well organized, efficient, and supportive. The venue of the Institute is superior, and the people who put the program together have created an atmosphere to match.

Criticisms voiced by participants were thoughtful and constructive, and fall into the kinds of categories that faculty-renewal administrators come to expect. The preponderance of suggestions for improvement indicate the need to look again at the flexibility of the curricular schedule (and related factors in what some call the management of time).

On a note both formative and summative, let me conclude by advising Institute faculty members and administrators to study closely all evidence of impact that the participants are expected to produce at their reunion on March 1, 1991.

Respectfully submitted,



David Halliburton

Program for Faculty Renewal/
Department of English/
Comparative Literature/
Modern Thought and Literature

EVALUATION of the Southern Institute
for Community College Faculty Renewal
at Southern Oregon State College

August 28-29, 1991

by

Dale Parnell

This evaluation report is divided into three parts: (1) Introduction and Mission Statement, (2) Commendations, and (3) Recommendations. The report has been developed on the basis of my visit to the Institute on August 28-29, 1991 in Ashland, Oregon. During and previous to the visit, I read the advance and workshop handout materials. I also sat in on several workshop sessions and interviewed workshop leaders and participants.

Introduction and Mission Statement

This is the second year for the operation of the Southern Institute and attended by 21 community college humanities faculty members from across the nation. It is the multi-purpose mission of the Institute to meet the professional development needs of the participants, upgrade the content of courses taught on community college campuses and enhance the networking opportunities between and among faculty participants, SOSC faculty, and guest lecturers.

The goals of the 1991 Institute mission statement were achieved by providing the workshop participants with an intensive residential two week program concentrating upon workshops, studies, and research projects in the humanities. Workshop participants attended all sessions and spent time during meals and free time networking with program staff and other participants. In addition, participants were expected to identify one or more of their home college courses for curricular review, revision, and enhancement. Special attention was also given to a review of teaching strategies and pedogogical techniques.

The 1991 Institute focused upon the study of mythology, film and video, minority literature, and Shakespeare, with the

teaching of writing central to the entire program.

Commendations

The staff of the SOSC Division of Continuing Education are to be commended for their skillful management of the Institute. The observation and comments of the participants indicate that the good work of the staff helped the 1991 Institute achieve and often exceed the goals set out for the program. It was certainly a "content-rich" as well as "user-friendly" program.

There can be no question that Southern Oregon State College and the Oregon Shakespeare Festival in beautiful Ashland, Oregon provides a terrific setting and unique opportunities for the study of the humanities. Participants had the privilege to not only attend, but discuss with directors and performers, major plays such as Major Barbara, Merchant of Venice, Taming of the Shrew, and Our Town.

The Institute participants and leaders provided a rich mix of backgrounds and college experiences, resulting in some exhilarating discussions. This type of institute serves as a faculty renewal program. Even though renewal may not be the primary purpose of the workshops ... it certainly is an important fringe benefit. Participants uniformly told this writer they were going back to their college teaching with new vigor and enthusiasm.

Recommendations

1. The networking aspect of the Institute is so important, consideration should be given to developing a printed directory of the participants with pictures and a brief bio sketch. Each of the participants bring to the Institute their own knowledge, skills, and talents. They certainly learn from each other, and their type of directory information made available before or upon arrival could help speed the networking process. It could also be of help in follow-up networking.

2. Consideration should be given in the Institute to emphasis upon interdisciplinary studies. Perhaps the 1992 Institute could be organized with thematic approaches that cross the time-honored disciplinary lives. As an example, if the social sciences are to be the focus of the 1992 Institute, some thematic "great issues" might include such themes as

- race and intergroup human relations
- civic learning
- the family, drugs and substance abuse, the information explosion, the environment, and school reform.

What are the contributions of the social sciences toward helping students understand (and help solve) some of the great issues facing our country and our world? Workshop sessions should practice what is preached with students learning better when they understand the context of application ... the practical application.

3. Participants consistently asked for more independent research, library, and computer lab time. These facilities were closed in the evenings, making the resources for independent study time limited. Consideration should be given to making these facilities available during the evenings. Perhaps the 1992 Institute could be moved up to early in July while the normal college summer session is in full operation.

4. Consideration should be given to the enlargement of the group from the 21 participants of 1991 to around 40 on 50 for 1992. Enlarging the group would prove cost-effective and add to the rich mix of participants. It would also provide a better opportunity to seek out, or even provide a scholarship or two for ethnic minority faculty members to attend the Institute. This will require some new and different marketing techniques for the recruitment of faculty member participants.

5. Consideration might be given to using more case studies during the Institute. Participants could be asked to pre-prepare a case study out of their own experience that could then be discussed during the Institute.

6. Consideration should be given toward utilizing this

Institute to leverage other grants and workshops. As an example, this Institute might be connected in some way to the major Oregon school reform effort. Could some high school teachers be invited to the Institute to participate with their community college colleagues? If not, could this Institute be shortened to one week and offer an optional second week providing participants with the opportunity of working on school reform curricular issues with emphases upon the scope and sequence of the curriculum between high schools and community colleges.

Summary

The Southern Oregon State College Division of Continuing Education is to be commended for providing the leadership and skillful management of their Institute. It is a great example of how a state college can work closely with community colleges. If we are ever to come close to developing a seamless curriculum in education, we must provide many more such workshop opportunities for colleagues, up and down the line in education, to talk and work together.

This second year of the Institute was certainly successful. The participants' responses were positive and enthusiastic. Suggestions for improvement of the Institute were thoughtful and constructive. Many community college students will be the beneficiaries of the good work accomplished in their Institute ... and isn't that the bottom line for this type of investment.

Respectfully submitted,

Dale Parnell

Dale Parnell
1991 Institute Evaluator

Evaluation Report
The Southern Institute for Faculty Development
July 10 - 19, 1992
Southern Oregon State College
Sponsored by the Siskiyou Center for Continuing Education

by

Roger E. Haugen, Ph.D.

This evaluation report is divided into six parts consisting of the following: (1) Introduction, (2) Overview of the 1992 Institute, (3) Participant Profile, (4) Evaluation Procedures and Results, (5) Commendations and Recommendations, and (6) Conclusions. In addition, there are two appendices, the first summarizing the results of the questionnaire evaluation instrument completed by participants, the second a summary of the same instrument completed by Institute staff. The report is based upon my six days of participant observation of the program, reading the instructional materials, development and analysis of a participant profile, and analysis of the results of the evaluation survey completed by each participant and staff member.

INTRODUCTION

The Southern Institute for Faculty Development grew out of ideas jointly developed by Southern Oregon State College and Umpqua Community College several years ago. It was believed that there was a need for an intensive program focused on community college faculty renewal in the areas of both academic content and pedagogical strategies. Adapting the model provided by Stanford University's Program for Faculty Renewal,

Dr. Kevin Talbert, Director of the Siskiyou Center for Continuing Education at Southern Oregon State College, wrote an application for a grant from the Fund for the Improvement of Postsecondary Education (FIPSE). This request was funded by FIPSE for a three-year period, providing the resources necessary to develop the project. The first Institute, designed for science, mathematics, and computer science faculty, was conducted during the period of August 19 - 30, 1990. The second program, designed for humanities faculty, was conducted during the period of August 18 - 30, 1991. The most recent Institute, intended for both social science and humanities faculty, was conducted during the period of July 10 - 19, 1992.

The stated purpose of the Institute, as expressed in its most recent brochure, has remained essentially unchanged from its inception in 1990:

> The Southern Institute for Faculty Development is an intensive residential program designed to foster professional development of community college faculty in selected disciplines. As participants, you will update content knowledge in seminars led by master teachers.

Less explicit goals include the fostering of collegial, networking relationships among faculty from various institutions and across discipline areas, and improving communications and coordination of curriculum planning and development efforts between community colleges and four-year colleges and universities.

OVERVIEW OF THE 1992 INSTITUTE

The general structure of the Institute has also remained fundamentally the same over the three-year period. During the 1992

program, all participants attended each seminar session, plenary sessions, guest lectures, plays, developed a project for use in their instructional programs, and conducted a teaching strategies session presented to the group as a whole. In addition, all participants were assigned to focus groups led by Institute staff in which they had opportunities to work both independently and in small special interest groups under the guidance of the staff mentor. As in previous years, all participants are asked to return to a reunion during Spring of the coming academic year for the purpose of sharing the results of the project they each developed during the Institute.

The content of the 1992 Institute derived from the several themes around which the program was conceived: (1) Film, Myth, and Video, (2) The Impact of Minority and Feminist Scholarship on the Curriculum, (3) Theatre and the Humanities, and (4) New Social Science Perspectives on Gender and Family Issues. Participants received in advance several plays to read before arriving as well as a packet of articles relating to themes of the Institute and materials dealing with faculty growth and development issues. During the course of the Institute, participants were provided with additional materials, primarily in the form of articles and bibliographies.

Five full-time faculty, three from Southern Oregon State College and two from Lane Community College, served as faculty/mentors for the program. The Siskiyou Center for Continuing Education provided administrative oversight. Several guest lecturers were utilized in the plenary

sessions and representatives from the Oregon Shakespeare Festival spoke to the group about each of the plays dealt with in the program.

The Institute began on Friday, July 10, 1992, with check-in and a reception/dinner in the evening. Saturday, July 11, the instructional activities of the program began, initiated by a seminar at 8:30AM. From 11:00 to 12:00AM participants met for a teaching strategies session. A second seminar was scheduled from 1:30 to 2:45PM, followed by a plenary session with guest speaker from 4:00 to 6:00PM. Participants then attended a performance of Othello at 8:00PM. The focus for the seminars and plenary session was on Othello and considered minority, feminist, and family and gender issues from both humanities and social science perspectives. With some changes in times for activities as well as differences in content focus, this pattern was essentially followed throughout the time of the Institute. The schedule was interrupted for a trip to Crater Lake on Tuesday, July 14. Sunday, July 19 was the final day, with activities limited to check-out, closing activities, and evaluation of the program by participants and staff.

PARTICIPANT PROFILE

In terms of participant background, applications revealed the following: (1) nine female, five male participants, (2) Eleven participants had 18 or more years of teaching experience, three had six or fewer years of experience, (3) English was the most heavily represented academic area,

with eight participants, followed by three in history (one of these also teaches in the areas of philosophy and theatre), and one each in art, human development (counseling), and physical education (this last with strong interests in theatre).

The applications of participants also indicated areas of strongest interest in terms of Institute offerings: four participants ranked minority and feminist scholarship first, four listed theatre and the humanities first, three ranked film, myth, and video their highest priority, and two ranked social science perspectives on gender and family issues highest.

In stating on their applications their reasons for wishing to attend the Institute, applicants fell into three easily identifiable groups: (1) six stated that they believed the program would provide them with additional insights into teaching strategies and their academic disciplines, (2) four believed that the experience would broaden their backgrounds and/or help develop interdisciplinary perspectives, and (3) four were interested primarily in minority, feminist, and gender issues.

Supplementing this application information, Dr. Talbert, the Institute Director, had participants perform a brief exercise. On the first Saturday immediately after breakfast, each participant was asked to complete a notecard. On the first side they wrote their expectations of the Institute and on the second side described briefly their present level of career development. Expectations generally reflected those indicated on

applications, but five participants expressed a wholly new interest: that of having an opportunity to interact with their peers and establish new personal and professional relationships. In terms of describing their career levels, five indicated that they were approaching or beginning to think of retirement, three stated that they were in mid to late-mid career, three indicated that they were in the early stages of career development, and two regarded their present career development as "comfortable." These self-descriptions are consistent with data obtained from reviewing their applications; as noted above, eleven participants had more than 18 years of teaching experience.

In considering these pieces of demographic data in conjunction with participants goals and expectations, it seems especially significant that a substantial majority are in late to late-mid career and that these individuals typically expressed strong needs for renewal, interaction with peers, and ideas for new teaching strategies. One of the chief goals of the Institute was to provide this kind of experience for instructors at mid-career or beyond. How well this was accomplished is reflected in the following section of this report.

EVALUATION PROCEDURES AND RESULTS

The initial phase of evaluation consisted of the evaluator assuming the role of a participant observer. Arrangements had been made for me to reside in the dormitory complex with participants and to take my meals with

them. I arrived on Friday, July 10, checked into the dormitory, and attended the reception and dinner. Saturday, July, 11, I attended all sessions throughout the day. I remained in residence until noon on Sunday, July 12. Returning to Ashland on Thursday, July 16, I attended both Friday and Saturday sessions, the Saturday social and dinner at Dr. Talbert's, and the Sunday closing and evaluation session. Until Sunday morning, participants were not aware that I was conducting a formal evaluation of the program.

During the six days of my participant observation study of the program, my strategy was to observe activities and engage participants in discussion and dialogue with myself and other participants regarding particular features of the Institute, including the following: seminars, plenary sessions, readings, teaching strategies sessions, facilities and domestic arrangements, administration of the program, and opportunities for social and professional interaction with colleagues and Institute staff.

Based upon my observations and dialogues with participants, my preliminary assessment of the program is as follows: (1) participants were virtually unanimous in their praise of the Institute, citing the high quality of instruction, appropriateness of content and learning materials, the variety of sessions, including seminars, teaching strategies, guest speakers, and focus groups, and rewarding opportunities for social and professional interaction with colleagues and staff, (2) there was considerable though not strongly negative concern about the tight schedule which afforded, in the

view of most, insufficient time for concentrated work on projects, reflection and reading, and informal interaction with peers, (3) related to the preceding, many felt that fewer plays, perhaps two, would provide better focus for participants and more free time to pursue other goals, particularly in the evenings, and (4) the social science participants expressed concern that some separate seminars should be provided for those in these disciplines focused more exclusively on their needs and interests, reserving plenary session time to bring the humanities and social science participants together. Overall, and throughout the entire period, participants expressed to this observer a very high level of satisfaction with the offerings of the Institute.

The formal evaluation questionnaire completed by each participant reinforces what was learned during the course of my participant observation study (see Appendix A). In the first section, items one through fourteen, participants rated most elements of the program very highly. The reception and program administration received the highest accolades, followed closely by the teaching strategies sessions, the plays, the theatre and humanities seminars, film, myth, and video sessions, minority and feminist issues, and several of the guest lecturers. Less highly regarded were the social science sessions, the library orientation, and finally, the field trip to Crater Lake. In discussing with participants the relatively strong negative reaction to the field trip, two factors seem to have contributed most to this feeling: first,

several felt that it took too much time away from other more important activities and second, since many of the participants were from Oregon, a number had visited the site before, some on several occasions. Balancing this view, however, were those who found the trip worthwhile, particularly from the standpoint of establishing rapport and friendships with other participants and staff.

Items fifteen through twenty-three, most of which were concerned with the feasibility and/or desirability of establishing an electronic conferencing network, elicited narrative responses and were not directly applicable to evaluation of the program. The final section of the instrument asked participants to rank features of the proposed network in order of importance.

Comparing the results of the staff response to the questionnaire with those of participant responses revealed a very high degree of congruity; those elements of the program rated very highly by participants yielded similar reactions from staff (see Appendix B). These results are suggestive of a high level of rapport between staff and participants, with both groups clearly focused on similar priorities and goals. The very positive assessment of the Institute by participants is a reflection of this close working relationship. Anticipating the next section of this report, Institute staff should be especially commended for their efforts in this regard, as I believe that it was a major factor in making the program a success.

COMMENDATIONS AND RECOMMENDATIONS

The instructional staff of the Institute, as noted above, are to be commended for their sensitivity to participant needs and priorities and for their flexibility in addressing them. In addition, the quality of instruction and mentoring assistance were frequently cited to illustrate the satisfaction participants felt with the program.

On a number of occasions throughout the program, participants also expressed to me a high level of satisfaction with the administration of the Institute. Both Dr. Talbert, project director, and Claire Cross, project coordinator, received praise for their efforts and assistance.

In general, the reaction of participants to the Institute strongly indicate that the goal of providing a program " designed to foster professional development of community college faculty" was well met.

In terms of program improvement, I have four recommendations. First, serious consideration should be given to providing participants with more unstructured time. This would allow opportunities for reflection, more informal interaction with colleagues, additional reading, and more access to resources for developing projects. One possibility, suggested by several participants, would be to focus on only two plays, leaving participants with more evening time for other pursuits. Another suggestion would be to reduce the number of structured hours during the day, perhaps limiting seminar and other sessions to a total of five or six hours, leaving the latter

part of most afternoons free. Second, serious consideration should be given to providing social science participants with a separate agenda for a substantial portion of the time. While it is true that there is some overlap in interests between the humanities and the social sciences, it is also the case that the latter disciplines do have quite distinctive perspectives and methodologies; these are not clearly addressed utilizing only the present themes. If the Institute wishes to attract greater numbers of social science faculty in the future, this concern needs to be addressed. Third, and reflecting my second recommendation, a broader and more clearly stated interdisciplinary focus would, I believe, assist in recruiting a more diverse and balanced group of participants. Finally, consideration should perhaps be given to enlarging the potential participant pool to include high school instructors teaching advanced placement and/or college credit courses. With the increasing emphasis given to curriculum reform and integration of high school and college instructional programs, particularly in Oregon, broadening the Institute goals to serve high school as well as community college faculty would serve a growing professional development need for both groups.

CONCLUSION

Dr. Kevin Talbert, Director of the Siskiyou Center for Continuing Education at Southern Oregon State College, Claire Cross, his program coordinator, and the 1992 instructional staff of the Southern Institute for

Faculty Development are to be congratulated for their organization and presentation of an outstanding program. Participants were unanimous in their praise of the Institute, which reflects well on all of those involved.

The need for such a program is apparent, and it is to be hoped that Southern Oregon State College will continue the project in the coming years.